**Case Study 2  
Positive Behavioral Intervention Plan   
Planning Form**

*IEP teams can use this form to guide them through the process of developing the Positive Behavioral Intervention Plans.*

Student *\_\_\_\_\_\_Lis**Butterfield\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* Age *\_\_14\_\_\_\_* Sex *\_\_\_\_\_F\_\_\_*  
Teacher(s) *\_\_Ms. Hamilton, Mr. Lorson & Miss Price****\_\_\_*** Grade *\_\_\_\_8th****\_\_\_\_\_\_\_\_***  
Case Manager *\_\_\_\_\_Mrs. Anderson****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** Date(s) *\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Reason for intervention plan**

*Lis currently makes detrimental attribution statements during class. These statements are inconsistent with academic and/or social success. Lis also fails to complete work in her math class.*

**Participants (specify names):**

|  |  |
| --- | --- |
| (x) student *\_\_\_\_Lis Butterfield\_\_\_\_\_\_\_* (x) family member *\_Melissa (mother)\_\_* (x) special educator *\_****\_****Mr. Antil\_\_\_\_\_* (x) general educator *Ms. Hamilton (math)\_* (x) peer(s) *\_Lindy Crawford\_\_\_\_\_\_\_* | (x) special education administrator ***\_****Dr. Atkinson****\_\_\_*** (x) general education administrator *Mrs. Kelley\_\_* (x) school psychologist *Dr. Nelson\_\_\_\_\_\_\_\_\_\_\_\_\_* (x) other agency personnel *\_Ms. Slentz (child welfare)* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| ( ) other (specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

**Fact Finding**

1. **General learning environment:** Describe Lis’s school class schedule, including any special programs or services.

*Lis is in general education classes for most of the day. She shifts from class to class with the other students. While the problem behavior is generalized, it is particularly evident in Ms. Hamilton’s math class. Liz sees the resource special education teacher twice a week for 30 minutes. The special education teacher (Mr. Antil) also consults with the math teacher several times a week.*

1. **Problem behavior:** Define the problem behavior(s) in observable, measurable, and countable terms (i.e., topography, event, duration, seriousness, and/or intensity). Include several examples of the behavior.

*Lis makes detrimental statements during math classes and has recently begun to make them in other classes as well as out side of classes.*

***Definition of detrimental statements: Lis’ detrimental statements typically attribute failure to things Lis can’t control/alter (e.g., low intelligence, task difficulty, mean teachers and other external causes). In addition her statements frequently include negative wording that is permanent, pervasive and/or personal. Such statements include one of more of the following (note underlined wording):***

***Examples of inappropriate statements:***

***"I like to pick simple things to do so I know I’ll get a good grade."***

***"SIMPLE THINGS": is an external attribution to task difficulty.***

***"I am too dumb to do this problem."***

***"TOO DUMB": is an internal/ personal attribution to an unalterable (general intelligence)***

***"I am no good at math and I never will be.”***

***"I NEVER WILL BE": is a pervasive (all math) and permanent (never) attribution.***

1. **Setting events:** Describeimportant things that are happening in the student’s life that may be causing the behavior(s) of concern.

*The team is unaware of any events outside of school that may be contributing to the problem. Lis’ time in resource service was cut back in her IEP meeting last spring. At that time she was receiving 45 minutes of pull-out service a day with a particular emphasis on math. The service was cut back because her achievement had been raised to the level of reasonable accommodation in general class settings. She will transfer to high school at the end of the year, but it seems unlikely that she is thinking about that at this time.*

1. **Review existing data:** Summarize previously collected information (records review, interviews, observations, and test results) relevant to the behavior(s). Attach additional sheets if necessary.

*After interval sampling across situations Lis was found to make the detrimental attribution errors aloud only during classes and primarily during math instruction. Appropriate attributions were very rare.*

*A follow-up with continuous observation across three days showed that the median frequency of statements within the defined detrimental class was 7 for each math class. The student also made a median of two positive statements. This was compared to a class median of .82 detrimental statements and 9.3 positive attribution statements.*

**Possible Explanations**

1. Identify likely antecedents (precipitating events) to the behavior(s).

* *There has not been a planned intervention, but during the observations it was noted that the teacher either ignores the behavior or makes comforting, but ill-advised statements such as "Don’t feel so bad; math is hard." Such actions seem likely to maintain the behavior or increase its frequency.*
* *The behavior increases when work is independent.*

1. Identify likely consequences that may be maintaining the behavior(s).

* *In some cases other students will agree with Lis about the difficulty of the task. This may positively reinforce the behavior; however, these comments are infrequent.*
* *In most cases the comments are followed by Lis discontinuing work for awhile or even shoving the assignment aside. This seems to serve as a negative reinforcer for her.*
* *It has also been noted that Lis seems stressed up to the point of the statement and then seems more relaxed. It may be that she gets comfort by shifting the blame to external factors or to internal characteristics over which she has little control.*

1. Identify and describe any academic or environmental context(s) in which the problem behavior(s) does not occur.

*The problem seldom occurs in the special education setting or when the work in her math class is focused on review of material she has learned.*

**Validation**

1. **Functional assessment:** Do you already have enough information to believe that the possible explanations are sufficient to plan an intervention?
   1. If yes, go to Step 9, if no, then what additional data collection is necessary?

(x) Review of IEP goals and objectives  
( ) Review of medical records  
( ) Review of previous intervention plans  
(x) Review of incident reports  
( ) ABC (across time and situations)  
(x) Motivational analysis  
( ) Ecological analysis  
( ) Curricular analysis  
( ) Scatter plot  
(x) Parent questionnaire/interview  
( ) Student questionnaire/interview  
( ) Teacher questionnaire/interview (specify who) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
( ) Other (explain) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Summarize data. Attach additional sheets if necessary.
  + *There are no objectives in the IEP that deal with failure to finish work or the occurrence of non-adaptive statements.*
  + *Lis did not have any reports of inappropriate school behavior.*
  + *Lis was asked to guess the thoughts of hypothetical students when they succeed or fail. Her explanations almost always feel into the category of non-adaptive attributions such as task difficulty or lack of the ability (i.e., intelligence) required for Lis to do the work presented in the hypothetical situations.*
  + *Lis’ mother (Melissa) reports that she has recently seen the behaviors occurring during homework that is difficult for Lis*

***These findings led Dr. Nelson to extend the motivation analysis by checking likely assumed causes for Lis’ attribution pattern.***

|  |  |
| --- | --- |
| **Assumed Causes of Behavior** | **Assessment Format and Outcome** |
| **1) Lis is attempting to get attention/sympathy from others (an external interpersonal goal).** | **Observation disclosed that the behavior did not increase or decrease according to the presence of others. Student said "*yes*" to questions such as "*If I make mistakes I should stop working because I’ve run into something I can’t do."* Therefore, Assumed Cause 1 rejected.** |
| **2) Lis is attempting to explain outcomes to herself to make sense of them (an internal personal goal).** | **Observation disclosed that the behavior did not increase or decrease according to the presence of others. Student said "*no*" to questions such as *"When I am having trouble learning something it means I must work harder."* Therefore, Assumed Cause 2 tentatively accepted.** |

**Planning**

* **Formulate hypothesis statement:** Using the table below, determine whythe student engages in problem behavior(s), whether the behavior(s) serves single or multiple functions, and what to do about the behavior(s).

|  |  |  |
| --- | --- | --- |
|  | Internal | External |
| Obtain Something | Lis needs to make sense of any failures and develop positive self-reinforcement skills. | Lis needs to complete difficult math work without detrimental attribution statements. |
| Avoid Something | Lis needs to stop making comments about what she cannot do easily. | Lis can no longer get to skip work that she feels is too difficult. |

* **Current level of performance:** Describe problem behavior(s) in a way the team will recognize onset and conclusion of behavior.
  + - Lis’s problem behavior is to make detrimental attribution statements. These statements can be internal based or external based. This behavior onset is almost always during math, but can occur in other classes and outside of class.
    - When faced with difficult work, Lis will often make a detrimental statement to make an excuse for not understanding what to do. The behavior usually concludes once she is excused from continuing.

1. Describe replacement behavior(s) that are likely to serve the same function as the behavior(s) identified in Step 9.

* Replacement behaviors for Lis include positive attribution statements that can improve her work and her self-reinforcement. Statements such as these should be encouraged:
  + - “If I work hard I will be able to do more in math.”
    - “I can work on harder problems so I can learn more.”

1. **Measurement procedures for problem behavior(s) and replacement behavior(s):**
   1. Describe how (e.g., permanent products, event recording, scatterplot), when, and where student behavior(s) will be measured.
      * Event Recordings should be in place to keep track of the number of times (and specific examples of what is said) both when Lis makes a detrimental attribution statement, and when she makes a positive replacement statement.
   2. Summarize data by specifying which problem behavior(s) and replacement behavior(s) will be targets for intervention.

*Problem behaviors:*

* + - Lis makes detrimental attribution statements aloud during class when she becomes frustrated with work. Usually occurs during math class.
    - Math work is often left un-completed.

*Replacement behaviors:*

* + - Lis will use appropriate attribution statements aloud during class.
    - Work will be completed in all classes.
* **Behavioral intervention plan:**
  1. Specify goals and objectives (conditions, criteria for acceptable performance) for teaching the replacement behavior(s).
* Specific Goal
  + - Reduce the number of detrimental statements per day from 7 to 0.
    - Increase the number of positive replacement statements from 2 to 6.
* Objectives
  + - Help Lis find the difference between detrimental and appropriate statements.
    - Lis is aware of what she is expected to do and how she should behave.
    - Lis knows the consequences of using detrimental attribution statements.
    - Lis is rewarded when she uses positive attribution statements.
    - Lis is aware of the intrinsic reward of doing well and pushing through hard work.

* 1. Specify instructional strategies that will be used to teach the replacement behavior(s).
     + All the teachers will be informed in the right way to correct any detrimental attribution statements said by Lis.
     + Corrections will be made as well as helping Lis think of positive statements to use instead in all setting by all teachers that Lis works with.

* 1. Specify strategies that will be used to decrease problem behavior(s) and increase replacement behavior(s).
     + To decrease the problem behavior and increase the replacement behavior, we will teach Lis to use positive attribution statements by the above strategies. (Sections a. and c.)
  2. Identify any changes in the physical environment needed to prevent problem behavior(s) and to promote desired (replacement) behavior(s), if necessary.
     + No changes in the physical environment are needed.
  3. Specify extent to which intervention plan will be implemented in various settings; specify settings and persons responsible for implementation of plan.
     + The intervention plan will be carried out in the general education setting and the special education setting and will be carried out by Ms. Hamilton and Mr. Antil.

* **Evaluation plan and schedule:** Describe the plan and timetableto evaluate effectiveness of the intervention plan. Describe how, when, where, and how often the problem behavior(s) will be measured.
  + - Lis’s teachers will monitor inappropriate and appropriate replacement attribution statements. These behaviors will be monitored every day and in every class but the most emphasis will be put on math class.
* Specify persons and settings involved.
  + - Lis’s general education teacher (Ms. Hamilton) and her special education teacher (Mr. Antil) will carry out and monitor the intervention plan in both the general and special education setting.
* Specify a plan for crisis/emergency intervention, if necessary
  + - Crisis/emergency intervention is not necessary at this time given the problem behavior.
* Determine schedule to review/modify the intervention plan, as needed. Include dates and criteria for changing/fading the plan.
  + - The intervention plan will be reviewed every week with Lis and her teachers. The plan will be modified as the teachers feel necessary.
    - The intervention plan will be changed or faded by the end of the first semester.
* Describe plan and timetable to monitor the degree to which the plan is being implemented.
  + - Please refer back to #14.